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ABSTRACT

This booklet provides an overview of Arizona career education for interested educators and school board members. It is divided into seven sections which cover (1) definition and characteristics of career education, (2) the broad goals for career education with special emphasis on Arizona's goals which are learning to live, learning to learn, and learning to make a living, (3) the four levels in the career development ladder: career awareness, career orientation, career exploration, and career preparation, (4) the eight elements of educational experience (educational objectives) of career education in Arizona, (5) the fifteen occupational clusters and how they are used in career education, (6) the role of the teacher, counselor, administrator, parent, and community and (7) ideas to help the teacher integrate career education into classes, followed by a question/answer section and a review quiz. (PV)

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Arizona Career Education

Handbook

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the 3R's- plus

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ARIZONA CAREER EDUCATION HANDBOOK FOR TEACHERS

INTRODUCTION

When Career Education was first proposed, and then authorized by the Arizona Legislature in 1971, the prevailing attitude among the educational community in the State was that Career Education would prove to be little more than a passing fad—a flash in the pan.

It took three or four years to erase most of the doubts concerning the viability and durability of Career Education. No longer do we hear the word "fad" mentioned in connection with Career Education. As a concept, Career Education has proven to be valid, effective, and desirable. It is now accepted throughout Arizona as an integral component of the State's educational philosophy and system.

Relative newcomers may not know it, but Arizona was one of the Nation's pioneers in promoting the concept of Career Education. In fact, the State Legislature in Arizona was the first in the U.S. to pass legislation with a specific appropriation on behalf of Career Education.

Why did Arizona's lawmakers in 1971 turn to an innovative new concept like Career Education? They felt that the educational system in the State was not producing enough young men and women capable of entering the labor market with a salable skill which would allow them to become productive members of society. Unemployment among young people was very high, as were the high school and college dropout rates.

The Legislature passed Senate Bill 5 (Article 9 of ARS 15-1199), which authorized the following:

A. State Career Education assistance is payable for the following programs:

1. Increasing enrollment in high school career preparation programs.
2. Making career testing and counseling available to each student.
3. Obtaining, preparing and maintaining reading material, films, tapes, and other equipment for the purpose of giving each student an orientation to the world of work.
4. Retraining teachers and counselors for the career orientation to the world of work.
5. Providing for teachers and curriculum materials for orientation to the world of work for grades 7, 8, and 9.
6. Providing additional teacher-coordinators to implement and coordinate on-the-job experience for additional pupil-trainees.
7. Employing persons to coordinate apprenticeship-related training for registered apprenticeship programs.
8. Providing each county with the means to conduct workshops for public school districts within that county.

B. State career assistance shall also provide for an organized statewide program of public information and community involvement for parents relating to Career Education.
(This is NOT a verbatim or complete excerpt of ARS 15-1199.)

This booklet is designed to provide an overview of Arizona Career Education for interested educators and school board members.

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CAREER EDUCATION identifies with...

...ALL subjects

...ALL people

...ALL ages

...ALL jobs

Section I

To become aware of a definition for Career Education, the concept of the 3 R's Plus, and some of the desirable characteristics of Career Education.

Considerations:

1. Career Education is designed for ALL students, ALL grade levels, ALL subjects, and ALL career areas.

2. Career Education provides occupational information and skill development; it also helps students develop personal, social, economic, and psychological aspects of living and working.

3. Career Education is NOT another name for vocational education, but vocational education is an integral part of Career Education.

4. Career Education is a blending of academic and occupational education.

5. One of the expected outcomes of Career Education is for all students to develop competencies needed to earn a living and acquire positive attitudes toward the value of all work.

6. Career Education involves parents, business, and industry.

7. Career Education is based on the career development concept of assisting students in their pursuit of positive self-concepts as well as mature personal attitudes and values.

8. Personal development begins in the early elementary grades and continues at an increasingly specialized spiral to help every student make life-style choices.

9. Career Education is for all ethnic and socio-economic groups.

10. A major benefit of Career Education is that student performance in the basic subjects should improve as the entire curriculum is made relevant and more meaningful.

11. Provision is made within Career Education for the development of those skills and abilities needed in order for students to establish and achieve their career goals while having the flexibility to change direction without being unduly penalized.

12. By making school more relevant to students, Career Education seeks to reduce the student dropout rate.

13. Career Education allows students to select from a variety of alternatives and allows them to have a say in when they will pursue the options open to them.

14. Career Education prepares students not only for an active and productive role in the world of work; but it also seeks to prepare students for non-occupational pursuits, with or without rewards of money, which may include such things as volunteer services, hobbies, or recreation.

Definition of Career Education

The State of Arizona defines Career Education as follows:

> Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, orientation to occupations, in-depth exploration of selected occupational clusters, and career preparation for all students. This calls for all basic education subjects to incorporate Career Education as an activity. Some people have said that education and Career Education are synonymous terms, because Career Education is one of the important goals of education.

Career Education Concept – The 3 R's Plus

The basic thrust of Career Education is to make the classroom experience a meaningful and significant process of learning about ALL phases of life. In order to accomplish this, the existing curriculum must be re-oriented and re-directed in such a way that the basic subject matter becomes something the students can clearly relate to the world in which they are living. F. R. Vihel, former Executive Secretary of the State Advisory Council for Vocational Education, stated the three R's must not be discarded for they are more important today than ever before–but the educational system needs to relate them to the world as it is. He went on to observe that Career Education "... is the very essence of education ... it must remain a broad and viable concept, allowing each student to choose from many alternatives and allowing him to have a say in what subjects he wants to pursue. Career Education identifies with ALL students, ALL subject matter, ALL grade levels, and ALL jobs."

Desirable Characteristics of Career Education

Some of the desirable characteristics of Career Education are:

1. It should be coordinated, sequentially organized, and consist of cumulative activities from kindergarten through postsecondary and adult education.

2. It should be multidisciplinary and multimedia in nature, organized as an integrated structure within the existing educational disciplines, and should emphasize the goals and learning styles of students.

3. It should involve not only students and the school but community groups, advisory councils, and parents.

4. It should develop a positive attitude toward all work, as well as an understanding of the interrelatedness and interdependence of all careers.

5. It should provide an awareness of the need for adaptability to the differences in demands in the labor market.

6. It should be flexible enough to offer students alternate sequences through an educational system capable of adjusting to the interests, attitudes, abilities, aspirations, and circumstances of each individual.

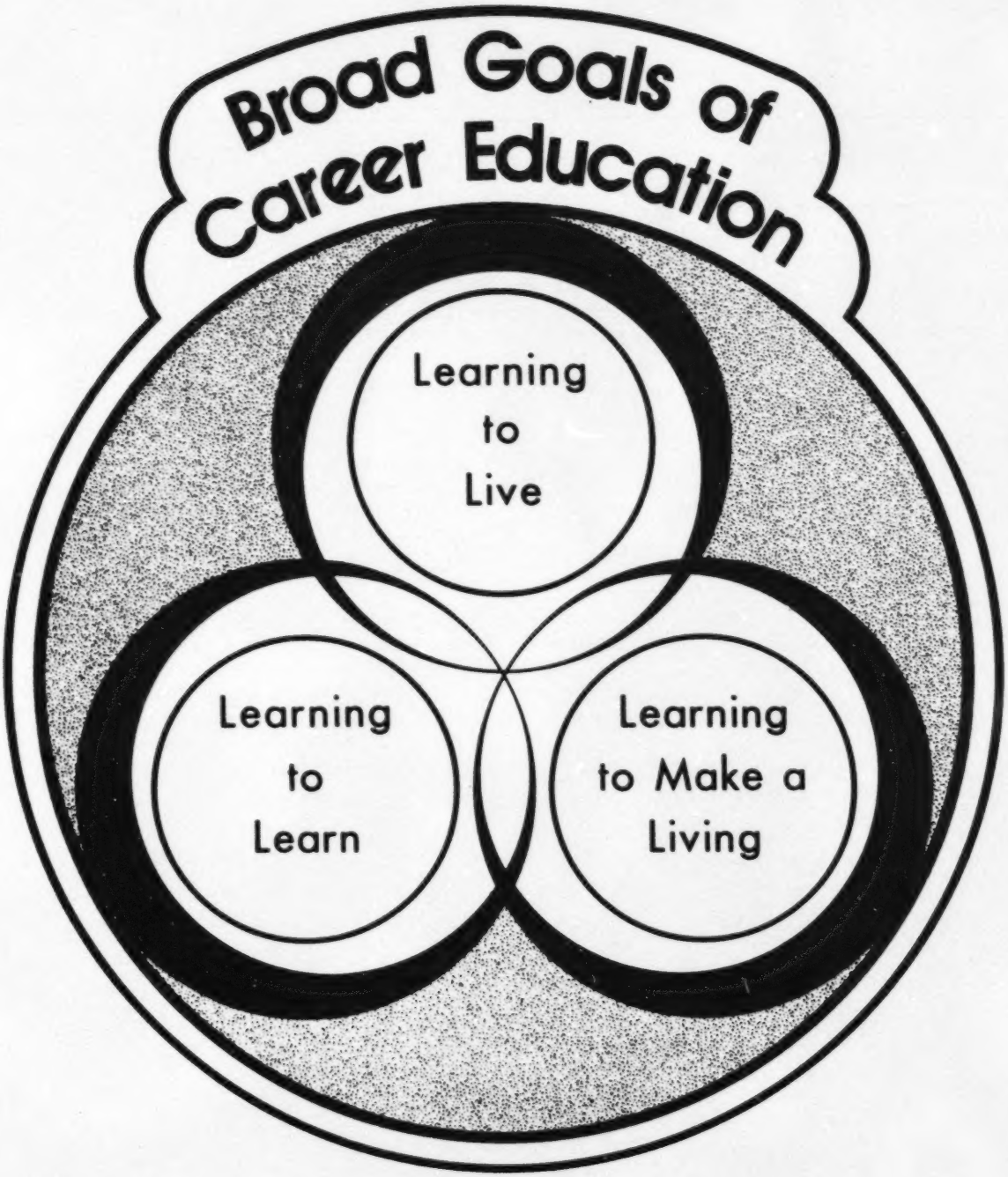
7. It should contribute to student knowledge of the fundamental American economic system and how various occupations contribute to the personal, social, and economic well-being of the individual and society.

8. It must determine where each student is in regard to his general intellectual, social, emotional, and career awareness level and then provide experiences based on individual student needs, capabilities, and interests.

9. It must provide for job skill preparation as an integral part of the curriculum, including emphasis on positive work habits, knowledge, attitudes, problem solving, and decision-making judgments.

10. It should provide placement services for all students.

11. It should develop an appreciation for those activities that lead to a worthy use of leisure time.


Broad Goals of Career Education
Learning to Live
Learning to Learn
Learning to Make a Living

Section II

To identify the broad goals for Career Education.

Considerations:

1. Guidance and counseling activities are designed to help students develop positive self-concepts and become aware of their interests and abilities in relation to making decisions concerning potential careers, educational pursuits, and life styles.

2. Young people need to be motivated to WANT to learn. Relating the school program to the world of work can help provide that motivation.

3. Career Education is designed to acquaint individuals with accurate, realistic information on career opportunities and options. This information is integrated into appropriate subject matter offered to individuals at all grade levels.

4. Career Education helps students become aware of creative self-expression through avocational and recreational activities.

5. Upon graduation from high school, all students should have acquired skills and knowledge needed for entry-level jobs and/or enrollment into some postsecondary institution.

Broad Goals of Career Education in the State of Arizona

Learning to Live – developing a self-awareness of one's capabilities and developing the ability to deal with leisure time and society in general.

Learning to Learn – motivating students so that they want to learn the basic educational subjects as well as being able to take advantage of all types of learning programs.

Learning to Make a Living – preparing students so that they have the capability to support themselves economically and to become productive members of the community.

Section III

To identify levels in the Career Development Ladder.

Considerations:

1. Career development refers to self-development, career planning, and decision making.

2. Career development is a spiraling and life-long process of growth and learning.

3. The awareness level is specifically concerned with having children explore and understand themselves, develop broad definitions of work, and discuss these activities in terms of broad job classifications.

4. Exploring the reasons why people work and identifying those factors of work which are of primary importance to them personally are studied in the orientation level.

5. The orientation level consists of a general exploration of several occupational clusters or career areas.

6. The exploration level consists of formulating a general occupational or career preference and beginning to prepare an educational plan which will help students attain their goals.

7. Students will be provided with as much up-to-date information as possible pertaining to the occupational cluster of their choice so they will be better able to relate the information they accumulate about themselves to the occupation they have tentatively chosen.

8. Students will begin developing basic entry-level skills needed in the general occupational cluster of their choice.

9. The preparation level is where the student concentrates on specific skills and knowledge needed for actual job entry.

The Career Development Ladder

The Career Development Ladder is a very general classification of the developmental nature of the Career Education program. The four levels, in order of their complexity, are:

1. *Career Awareness:* learning about self and the broad world of work.

   a. The children participate in experiences that will enable them to explore and better understand themselves.

   b. They develop general definitions and understandings of the world of work.

   c. They are informed in general terms about occupational clusters or career areas representing the total spectrum of the world of work.

d. They identify what they like to do in relation to possible occupational roles.

e. They develop an awareness of the organization of work activities, the interdependence of the production of goods and services, and a consideration of the various worker roles.

2. *Career Orientation:* orientation to occupational clusters and associated life-styles.

   a. Students develop an awareness of self in relationship to exploration experiences with "people, data, and things"

   b. They become more familiar with occupational clusters and the wide range of possible occupational roles, options, and alternatives.

   c. The understanding of the relationship between goods and services is extended to include familiarity with occupational clusters.

   d. Students develop an awareness that through careful planning and decision making they have some control over their future career.

   e. The importance of attitudes toward education in planning one's future is emphasized.

3. *Career Exploration:* in-depth occupational exploration and the associated development of cluster core skills and knowledges of an entry-level nature.

   a. Basic concepts and principles of economics and manpower are introduced.

   b. The education and training needed for effective participation in various occupational clusters are explored.

   c. Studying the relationships between economic, social, and psychological aspects of work help students understand why people work and help them identify those factors of work which are important to them.

   d. A very general occupational preference is formulated and an educational plan is prepared to help students become aware of the need to decide on future occupational goals.

4. *Career Preparation:* preparation for an entry-level competency in one occupational cluster and, for some, taking prerequisites for further education or preparation for career advancement.

   a. Attitudes and characteristics needed for success in the student's chosen occupation are investigated.

   b. Basic skills needed for entry-level employment are developed.

   c. Courses that are prerequisite for further educational and/or advancement within the chosen occupation are pursued.

Section IV

To identify the elements and outcomes currently considered to be the substance of Career Education in the State of Arizona.

Considerations:

1. An element in Career Education identifies an area of educational experience built upon a spiraling sequence of specialization–from the general to the specific.

2. Each of the elements has both informational and attitudinal aspects. For example, knowledge about self-characteristics, occupational and educational alternatives, and decision-making aspects is necessary, but equally important is the development of positive attitudes and personal approaches towards decision making.

Career Education Elements

The Career Education elements are specific skills and knowledge that are to be incorporated into the curriculum on a spiraling basis–from the general to the specific, the simple to the complex. The eight elements are:

1. *Self-awareness:* evaluation and assessment of the individual's interests, abilities, values, needs, and how these characteristics relate to occupational roles.

2. *Educational awareness:* recognition of the present and continuous relationships between education, occupations, and life roles.

3. *Career awareness:* an appreciation of people at work and the different types of jobs which they perform.

4. *Economic awareness:* contribution to society and economic importance of an individual's occupation as well as the production, distribution and consumption process.

5. *Decision making:* ability to follow the sequential nature of decision making and the factors and abilities that facilitate decision making.

6. *Beginning competency:* the acquisition of those basic skills and knowledge needed for entry-level positions within particular occupations.

7. *Employability skills:* ability to work in groups, follow directions, accept responsibility, and maintain personal interaction skills.

8. *Appreciations and attitudes:* an awareness of the importance of communication skills in human relations, and the importance of each occupation to the functioning of society.

Parallel to each Career Education element is an element outcome which should be attained by the end of the secondary school educational experience. The Career Education outcome for each of the elements is given on the following page.

ARIZONA CAREER EDUCATION

ELEMENTS OF CAREER EDUCATION	OUTCOMES OF CAREER EDUCATION
SELF-AWARENESS	Achieve an increased awareness and understanding of interests, aptitudes and responsibilities as these relate to various careers.
EDUCATIONAL AWARENESS CAREER AWARENESS	Demonstrate increased interests and achievement in the educational program emphasizing communications and basic skill areas.
ECONOMIC AWARENESS	Understand the world of work and its impact on society.
DECISION MAKING	Make decisions related to career areas being explored.
BEGINNING COMPETENCY EMPLOYABILITY SKILLS	Possess career entry level skills upon exiting from the formal educational program.
APPRECIATIONS AND ATTITUDES	Developing an understanding and appreciation for the value of continual learning, the arts, and leisure qualities of life.

CAREER EDUCATION ELEMENTS AND STUDENT NEEDS

Student Needs

	Elements							
	Self-Awareness	Appreciation and Attitudes	Career Awareness	Decision Making	Educational Awareness	Beginning Competency	Economic Awareness	Employability Skills
Ability to adapt to changes in a lifetime								
Ability to plan leisure time								
Ability to obtain a job								
Ability to value the worth of self and others								
Ability to get along with others								
Ability to plan for the future								
Ability to identify own capabilities and interests								
Ability to see a relationship between course work and jobs								
Ability to value all workers								
Ability to understand one's role as producer and consumer								
Ability to feel that there is a purpose to one's life								

DIRECTIONS: Read each ability statement and mark those elements which are primarily designed to meet that need. More than one element may be marked.

POSSIBLE ANSWERS:

All your answers may not match.
Some needs may be met in several ways.

Student Needs

Student Needs	Self-Awareness	Appreciation and Attitudes	Career Awareness	Decision Making	Educational Awareness	Beginning Competency	Economic Awareness	Employability Skills
	Elements							
Ability to adapt to changes in a lifetime	X			X				X
Ability to plan leisure time	X			X				
Ability to obtain a job						X		X
Ability to value the worth of self and others	X	X						X
Ability to get along with others	X	X						X
Ability to plan for the future		X	X	X				
Ability to identify own capabilities and interests	X							
Ability to see a relationship between course work and jobs					X			
Ability to value all workers	X	X		X			X	
Ability to understand one's role as producer and consumer							X	
Ability to feel that there is a purpose to one's life	X			X				

FIFTEEN OCCUPATIONAL CLUSTERS
As Established by the U.S. Office of Education

Arizona Career Education Matrix

The Arizona Department of Education has elected to adopt the Career Education implementation strategy of utilizing a curriculum matrix with dimensions consisting of the career elements depicted along developmental grade levels. The Career Education matrix has three purposes:

1. To include element themes and goal statements identified by Arizona teachers as being the most pertinent for Career Education at the primary, intermediate, junior high, and high school levels.

2. To provide a framework for the attainment of long-range outcomes as identified by educational and lay leaders throughout Arizona.

3. To comply with the intent of the Legislature as expressed in ARS 15-1199.

The matrix, developed by more than 300 teachers and refined by more than 500 lay people within the State, identified and ranked themes and goal statements within each element. The result is a matrix containing 31 element themes and 200 goal statements. Each cell of the matrix contains those element themes and goal statements appropriate to that particular element and developmental level in order of priority. Copies of the Arizona Career Education Matrix are available from local Career Education projects or from the Arizona Department of Education, 1535 West Jefferson, Phoenix, Arizona 85007.

Section V

To develop a basic understanding of the occupational clusters established by the U.S. Office of Education and how they would be used in Career Education.

Considerations:

1. A cluster is a group or family of occupations with similar or related knowledge and skill requirements.

2. Even though students may elect to prepare for postsecondary occupational programs or entry into higher education, they will continue to be provided experiences relating the academic subject areas to the occupational cluster of their choice.

3. Even though students may elect to acquire entry-level skills for the world of work, they will continue to receive basic academic skills essential for postsecondary education within the occupational cluster of their choice.

Occupational Clusters

Fifteen occupational clusters have been identified by the U.S. Office of Education into which all jobs may be classified. Each cluster includes jobs at all levels, from entry-level through skilled jobs, technical jobs, and professional jobs. Thus, each cluster contains a career ladder of jobs requiring increasing levels of education and training.

The clusters have been designed to be enduring over time. Even though individual jobs within the clusters may be phased out due to technological change, new and emerging jobs will appear to take the place of most of those phased out. Because of this, if individuals have had education and training within a common core for a certain cluster, their ability to move to an emerging job within that particular cluster is easier and would require a minimum of retraining.

The following is an example of how clusters might work for three students within the business and office cluster:

> One student wants to be an office education teacher, another wants to be a legal secretary, and the other student wants to go into a secretarial position immediately upon graduation. All three will need to know typing, basic accounting procedures, and business law as well as other common skills and knowledge. These could be taught to all three in a core program.
>
> Beyond the common core, the student who plans to become an office education teacher would receive further courses in office education as well as those academic courses needed for entry into a four-year college or university. The student wishing to become a legal secretary would receive those courses needed for entrance into a legal secretarial program in a community college or business college. The student who plans to go to work in an office immediately upon graduation would receive more intensive and specialized training in the specific skills needed for successful entrance into a secretarial position. The later stages of this skill training would include cooperative work experiences in an actual office setting on a part-time basis.

The Fifteen Occupational Clusters Are:

Agri-Business and Natural Resources

Business and Office

Communications and Media

Construction

Consumer and Homemaking-Related Occupations

Enrivonmental Control

Fine Arts and Humanities

Health

Hospitality and Recreation

Manufacturing

Marine Science

Marketing and Distribution

Personal Services

Public Service

Transportation

Section VI

To help you understand the roles, interrelationships and cooperation needed to integrate Career Education into the educational setting of the community.

Considerations:

Teachers

1. Your opportunity to function as a teacher in relation to Career Education will vary with the age level of your students and with the content area in which you are involved, whether it be basic educational skills, fine arts, physical education, or the development of job-entry skills.

2. You will need to help students develop positive attitudes toward themselves, toward others, toward work, and toward those who work.

3. Your students will need help in relating what they are doing in a particular subject area with future educational and/or occupational alternatives and how the knowledge and skills offered by that particular subject relate to the adult world of work and living.

4. You should reinforce the steps in decision-making and the importance of students being responsible for their own decisions.

Counselors

1. Counselors serve as resource consultants to teachers, students, administrators, parents, and others seeking information pertaining to any of the counseling activities.

2. Both individual and group learning experiences need to be developed and conducted by counselors in cooperation with teachers to:

   (a) help students identify interests, personal needs, capabilities, attitudes, and values related to establishing occupational and educational goals;

   (b) provide information as to what is occurring in the world of work; and

   (c) provide opportunities for students to learn interpersonal skills.

3. Counselors assist or team-teach with teachers in coordinating educational experiences within the classroom focused upon decision-making, self-responsibility, and problem solving.

4. Counselors help teachers identify and involve community resources in Career Education activities.

Administrators

1. Administrators provide leadership in gaining the support of teachers, students, counselors, parents, and the community for Career Education.

2. Among some of the possible functions of administrators are:

   (a) To coordinate a community needs assessment for the purpose of determining the policies, goals, and objectives of a school program that meets student needs and integrates Career Education into the curriculum.

   (b) To develop a plan of implementation and evaluation for the integrated curriculum.

   (c) To bring together and coordinate the personnel, resources, facilities, and activities of the various sub-systems.

3. In-service education programs designed to provide teachers and counselors with the concepts, procedures, and materials necessary to accomplish the integration of Career Education into the school system is a leadership support function of administrators.

4. Administrators should develop and support an atmosphere conducive to research and the utilization of teaching ideas and methods designed to meet individual student needs.

Parents

1. Parents cooperate with teachers in helping their children explore educational and occupational alternatives while at the same time being sensitive to and accepting of their children as they exhibit their images of a developing self-concept.

2. The home can be a learning resource closely allied to the goals of Career Education.

3. By conferring with school personnel about ways in which they can help their children establish realistic goals, parents keep informed as to the activities in school.

4. Parents can volunteer as resource speakers to the school and serve on advisory committees.

Community

1. Community involvement in education is a responsibility of everyone.

2. The community provides opportunities for work observation, work experience, and work study for students, teachers, and counselors.

3. The community is a "school without walls" which provides sites for career observation tours, interviews, and information about the requirements of jobs in different occupational areas and how various occupations are interelated and interdependent.

4. Business, industry, labor, community agencies, and community organizations can contribute a great deal to the school programs by:

   (a) serving on advisory councils;

(b) participating as resource speakers for classes;

(c) providing materials that depict the characteristics of different occupations, the educational requirements needed for those occupations, the employment trends, and possibilities for career advancement; and

(d) providing sources of information to students as to the various life styles available.

CAREER EDUCATION IS TEAMWORK

TEACHERS

The ideal for successful implementation of Career Education is teachers who are facilitators of learning, who provide a climate where students are participants rather than passive recipients, who are diagnosticians of learner needs, and who are teachers of self-evaluation. Teachers will need to be aware of the educational value of disciplines outside of their particular area and be able to help students determine their needs, interests, and abilities.

Integrating Career Education will mean using activities designed around real-life experiences of adults. Today's children need help in developing an awareness of the various relationships within and between occupations. They need to know where to obtain information. Students need to have knowledge of the alternatives and options available without regard to their sex, ethnic background, or socio-economic status. As a teacher, you can expose them to unbiased information so they will be better able to make intelligent decisions and life-style choices when the time comes. Help your students visualize the future and contemplate what effect technological changes could have on them. Help your students develop a positive attitude toward themselves, toward work, and toward contributing to the society in which they live. Relate the experiences you provide for your students to the world outside of school.

It is understood that your role and functional opportunities will vary with the students with whom you are associated–elementary, junior high, high school, homebound, disadvantaged, etc. Even so, there are certain things that are applicable to all teachers regardless of their grade level of teaching or subject matter area. Every teacher is able to contribute something to the outcomes of the Arizona Career Education elements for each student within their educational system. These outcomes are:

1. All students will achieve an increased awareness of "self" by developing an understanding of their interests, aptitudes, and responsibilities to self and others.

2. Each student will develop increased interest and achievement in the educational program emphasizing communications and basic skills.

3. Each student will acquire an understanding of the world of work and its impact on self and society.

4. Each student will receive the experiences and knowledge leading to a demonstration of the ability to make decisions related to career and self-satisfaction.

5. Each student will possess career entry-level skills upon exiting from the formal educational program.

6. Each student will develop an understanding and appreciation for the value of work, continual learning, the arts, and leisure qualities of life in achieving social responsibility and self-satisfaction.

In order to have a clearer perspective of your role in evolving the implementation and integration of Career Education, it may be useful to be aware of the possible roles, functions, and responsibilites of counselors, administrators, parents, and the business community–your partners in education.

COUNSELORS

To be most effective, the counseling attitude must permeate the entire educational environment. This means that counseling cannot be confined to the counseling offices, but must be a function of the home, the community, and the total school personnel.

According to the *Operational Guidelines for Responding to the Outcomes of Career Education, A Manual for Secondary Counselors,* the counselor is a "Counselor-Consultant". This new role is defined as ". . . a service offered to teachers in which the counselor works *with* the teacher to develop activities of a career development nature . . . which correlate with and enhance the teacher's particular curriculum."[1] The manual acknowledges that the final decision for class content and management rests with the teachers but indicates that the counselors are responsible for identifying each teacher's areas of expertise and combining them with their own in providing educational experiences for students.

Both teachers and counselors are v[illegible]ly important in achieving the outcomes of Career Education, but it must be a team effort to be really effective. Therefore, teachers become counselors and counselors become teachers–working together for the benefit of students.

Counselors serve as resource consultants. Keeping current on occupational trends, providing assistance in locating career observation tour sites, and helping establish a resource speakers' file are other functions counselors can perform that are beneficial to students and teachers. Research in areas such as student follow-up studies, community occupational surveys, and research pertinent to their particular schools are services counselors can also provide. At the secondary level, counselors who help coordinate educational and job placement advice and services will be helping students in their transition to the "next step".

ADMINISTRATORS

Administrators provide the leadership for the district and individual schools. They are responsible for formulating a statement of philosophy incorporating Career Education into the existing program. They coordinate a community needs assessment that involves students, parents, and others in the community. On the basis of the needs assessment, goals and objectives are formulated and a determination is made as to whether or not they are realistic in relation to the personnel, resources, and facilities presently or immediately available. A plan for the smooth integration of Career Education into the school system is designed. In addition, administrators develop a plan for the evaluation and revision of the educational program, create and plan for the utilization of advisory committees, make assignments for the establishment of linkages with the business and industry groups within the community, and develop or approve a plan for information dissemination both within and outside of the school.

The administrators initiate or approve the in-service activities designed to help their staff prepare a teaching-learning climate which will facilitate the integration and development of Career Education within the existing system. Teachers are encouraged to try new ideas and approaches to education.

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[1] *Operational Guidelines for Responding to the Outcomes of Career Education – Manual for Secondary Counselors,* Arizona Department of Education, 1973, p. 1.

PARENTS

The cooperation of parents can make a decided difference in the successful integration of Career Education into a school system. Therefore, parents are the object of special focus in the process of developing a plan for the implementation of Career Education. Parents are given as much information as possible through various means in order for them to understand what Career Education is and how it will benefit not only their children, but all of the students within the educational system. They should be made aware of the existence of information pertaining to education and occupations and what are the interests, aptitudes and capabilities of their children. Exposure to the stages in career development will assist them in helping their children as they progress through school.

Many of the Career Education concepts can be taught or reinforced in the home. Parents working with teachers can provide a vital source of strength to the educational program. For example, the interdependence of workers, teamwork and cooperation between people, and personal responsibility for task completion are just a few Career Education concepts that can be reinforced in the home. Attitudes, appreciations, and values are other aspects of Career Education that can be a focus in the home. Parents should be aware of factors contributing to the development of positive self-concepts so they will be in a position to help their children. Your responsibility is to see to it that parents are aware of these opportunities to help their children and to give them some ideas that will aid in the transfer of learning between the school and home.

eachers, counselors, and administrators should make every effort to get parents actively involved in education. Parents provide a rich resource for guest speakers. Utilizing their talents and experience as volunteer teacher aides is another approach to getting them more involved in the education of their children and the schools.

COMMUNITY

Those schools that establish strong linkages with community agencies, community groups, business, and industry, establish an interaction of information important to the realistic integration of Career Education into the existing curriculum. The "schools without walls" concept is important to a dynamic educational system.

Communities are abundant with resources that may not be readily apparent and which no audiovisual aid can rival. These resources and resource people depict life styles associated with occupations and opportunities for work exposure and work experiences. Recent graduates provide motivation to those still in school because of the rapport they establish with those within the same generation bracket. On the opposite end of the spectrum, senior citizens offer the experience and historical aspects of careers and life.

Community groups, agencies, business, and labor representatives support education by providing classroom speakers and career observation sites. They assist schools by participating on school advisory committees. They can be involved in curriculum recommendations, assisting in student placement, and recognizing graduates as qualified for apprenticeship programs.

Section VII

To identify ideas that will help you begin to integrate Career Education into your classes.

Considerations:

Career Education activities are intended to be part of the existing curriculum–not added to it or set apart from it. It is less a body of content than a PROCESS which has been found to be meaningful in meeting student needs. To be most effective as an educational motivator, the concept should be developmental horizontally across all subject areas and vertically through all grade levels. Setting aside twenty minutes a day for "Career Ed" is not integrating it into the curriculum. The main thing is to refocus the curriculum and teaching on how people live and work within the community.

The following is an overview of the developmental nature of Career Education:

Elementary

Career Education in the elementary grades concentrates on helping each student develop an awareness of self and an awareness of the relationship between academic content and the broad world of work. The refocusing within mathematics, social sciences, language arts, and other basic skill areas leads students toward an awareness of the need for this knowledge in the home, the school, and the community. At the same time, an awareness of tasks and occupations existing within these domains is brought into the daily lessons as a natural part of the regular study. Students learn about activities which interest them and how these same activities are related to particular occupations or the life-styles of people within certain occupations. Social skills are interwoven into the instruction to point up the need for positive attitudes toward human relations, cooperation, and responsibility for task completion.

Upper elementary grades continue the development of positive self-concepts in addition to building on those concepts introduced earlier. The gradual introduction to the occupational clusters or job families is continued. The interrelatedness of occupations is woven into the instruction as is the effect of environmental and economic factors on occupations and life-styles. Students are made aware of the self-satisfaction that can be achieved through fine arts and hobbies. Decision-making and planning skills are taught, but it is too early for even tentative career choices. The world of work awareness is extended to the state and the nation. At the same time, the interdependency of workers is presented and the contributions made by the various workers to an ongoing society, to the smooth running of the school, production of a product, or the rendering of a service is integrated into the curriculum.

Relating various areas of study to the real world helps make learning more interesting and meaningful. For example, a unit on nutrition opens many possibilities for integrating Career Education into the classroom. Taking just one small part of this unit–The Importance of Fruit in Nutrition–presents opportunities to:

1. Study colors, shapes, sizes (art, perception)

2. Study weights, measurements, volume (math)

3. Study texture, taste, smell (sense perceptions)

4. Study grocery ads and compare prices (reading, economics, math)

5. Have a produce clerk come to the classroom in his/her work clothes and bring some of the tools used on the job. He/She would explain what he/she does, how it is important to the students and their families, and what part the job plays in the total supermarket. The speaker should mention what educational subjects are needed to do that type of work and the personal traits and characteristics that are important.

6. A career observation tour taken to the produce department of a supermarket, a produce store or stand, or an orchard farm abounds with opportunities to integrate Career Education concepts. Just a few are:

   (a) Work exposure to on-the-job observation.

   (b) Opportunities for limited hands-on experiences.

   (c) Real-life demonstrations of the place and need for teamwork, interrelationships, interdependence, and decision-making experiences.

7. Simulation of a supermarket in which students act as workers and buyers in getting the most nutritious combination of foods for their "money" can be used to integrate a number of Career Education concepts.

The above illustrations barely touch all the possibilities for integrating Career Education into the classroom. In geography, integrate the similarities and differences of occupations along with the study of life-styles and cultures. Occupational comparisons between the past and the present can be studied in history lessons. Music, art, dancing, and recreation have career possiblities as well as being leisure-time pursuits. With the imagination and ingenuity so prevalent among elementary teachers, the above examples can be gradually expanded to include all areas of study.

Junior High

The developmental levels of Career Education continue as junior high students are made aware of various educational and occupational alternatives and how these are combined into decision-making activities. The importance of individual characteristics in making decisions concerning their future is included in the curriculum. Students learn the importance of the individual as a value-determining agent.

A detailed study of all occupational clusters begins at the junior high level. From this point, students are encouraged to select a few of the broad clusters to study more closely. Toward the end of the junior high years, students should have opportunity for work exposure experiences. The workers are observed on the job for short periods of time. If possible, hands-on experiences–either actual or simulated–are given to students as they pursue their regular course of study. Individual and group counseling activities are developed by teachers and counselors to continue the self-awareness and educational awareness aspects of Career Education. These activities are geared to lead students toward an increased awareness of their interests, abilities, and needs in relation to their academic studies and in relation to making decisions pertaining to their future goals. Basic economic concepts are developed around the personal, social, and occupational spheres. Continued emphasis is given to the development of self-responsibility, good work habits, and social skills.

Where to start! Why not start where you are? Look at what you are now doing. Start with an area with which you are thoroughly familiar and make your activities people-centered. Let your students help plan how they will approach a particular learning experience—not necessarily as a group, but according to the learning style that best meets their particular needs. Allow opportunities for creative expression. Do not stick with just a textbook, but seek "doing" activities and materials from outside the school that relate to a particular skill or knowledge you are studying.

Perhaps you elect to pursue a communications topic. What are you teaching now that could be related to the broad area of communications and media? What skills are used in the area and how can you relate to them? Perhaps you know someone in the communications and media field. Will your friend come into the classroom and relate the experiences and life-styles of various aspects of working in communications? Is there a television studio, radio station, or other communication resource in your community that would be feasible for a career observation tour? Can you gather problems, language art stories, social science, art, music, and other subjects that can be interwoven around people in communications occupations? Perhaps you and another teacher could work together in developing plans for relating the academic areas to communications.

Let's take the television industry and see what start can be made. Have students identify various careers by watching various kinds of television programs. Examples of careers in the television industry are:

(a) announcers
(b) broadcast technicians—lighting, recording, taping, cameramen
(c) advertising
(d) equipment installers and repairmen
(e) entertainers and models
(f) editors
(g) interior designers and decorators
(h) makeup artists

Start on a small scale to begin with. What kinds of announcers are there?

(a) newscasters and news commentators
(b) weather announcers or weather reporters
(c) special interests—e.g., sports

The next step is to look at the requirements of each. Find answers to the following:

(a) What duties, responsibilities and skills are common to each and unique to each?

(b) What general knowledge do announcers need that they could receive in school?

(c) What interpersonal skills do they need?

(d) What are the possibilities for advancement and what are the employment trends?

(e) What are the advantages and disadvantages of each?

(f) What vocabulary do the various announcers need?

(g) How do announcers depend on others within the studio to get their job done?

(h) What responsibilities do they have?

(i) How much education do they need?

(j) What knowledge of math, science, social science, business, and all the other subjects are needed by these people?

(k) What contributions do they make to the individual, community, state, and nation?

Have your students write a news article about a real event, a feature story about some school-related activity, an advertisement, or have the class put together a total television program.

Secondary

At the secondary level, students are given the opportunity to investigate in depth one or more tentative occupational clusters. Development of entry-level job skills for this cluster become increasingly specialized the closer the students come to graduation, culminating in many cases with some type of cooperative work experience. Academic courses are related to the student's chosen cluster, and course work needed for entry into postsecondary education is provided for those who desire further education. Those students who are still undecided as to which occupational cluster to pursue are given the opportunity to continue learning experiences related to several clusters until such time as they feel they are ready to make such a selection. Students receive assistance in making decisions about their future educational and/or career goals in relation to their interests, aptitudes, and achievements. At the same time, they continue to be exposed to those activities designed to foster an appreciation of those attitudes toward relating to individual differences in others. Economic education and concepts continue to be related to the students on the basis of their chosen life-styles and career goals.

Take an Idea and Try it Out

Keep in mind that the methods of bringing Career Education into your teaching are limited only by your imagination and ingenuity. Opportunities exist in all school subjects at all grade levels for integrating each of the Career Education elements.

Develop a broad outline of what you plan to accomplish this year, each semester, and each quarter; then develop a more specific outline of goals for each period within the quarter. Determine the various ways in which your activities can be people-centered and related to the real world of your students. Plan ideas of how you, as a facilitator, can provide exploratory and academic activities that will contribute to the development of your students' self-understanding. A possible procedure might be:

1. Write out a plan.

   (a) Make it for a short period of time based on the needs, interests, and abilities of your students.

   (b) Use specific resources with which you are already familiar.

   (c) Integrate just a few academic skills at first.

(d) Plan what is to be done, by whom, when, where, and how to effect a visible process and product.

(e) Note the people, places, and materials that will be involved. Then determine the content, activities, related academic areas, developmental abilities, aptitudes, and attitudes to be included.

(f) The outside resources and people involved depend on what you want to do. For example, at the junior high and high school levels, career observation tours and resource speakers centered around a supermarket can be used to focus on the study of foods, consumer education, math, communication skills in advertising, distribution and marketing, public relations, teamwork, attitudes, decision making, educational awareness, as well as skills in observing, listening, communicating, and interviewing.

2. Make "doing" activities an important part of the plan. Be very conscious of attitudes that can be developed and academic performance achieved. The end results should center on what happens to each learner. What changes occur as a result of the planned activities?

3. Plan for activities in which students have to cooperate in team or sharing experiences.

4. Don't try to do too much in too short a time. Better to do one idea thoroughly than several in a haphazard way. Do as much as possible to individualize the learner activities, then have them shared with the rest of the class.

5. Plan a simple but measurable evaluation device such as a product or specific criteria for observation. Provide for periodic self-evaluation by the learners.

GET PARENTS INVOLVED–

1. Let them know what you are planning to do and why.

2. Solicit their participation:

(a) Have them share information about their careers with their children.

(b) Ask them to come to class and be interviewed by the students.

(c) Prepare them for their class participation by furnishing them with some ideas and information that should be communicated to the students about their career, education, attitudes needed, and so forth. Ask them to relate school subjects to their particular career–whether in business or as a homemaker. They may be able to bring some of the "tools of their trade" with them.

(d) Set up a file of the occupations of each parent of your students to help relate their careers to what their children are studying.

(e) Perhaps some parents are in a position to allow the class to participate in a tour of their place of work.

(f) Solicit their participation in career observation tours.

(g) Let parents know about and help reinforce such concepts as the interdependence of workers, the necessity for teamwork, responsibility for task completion, and positive attitudes toward self and others.

(h) Help parents with ideas for activities which could be pursued in the home which relate to Career Education concepts.

(i) Encourage parent conferences.

GET THE BUSINESS COMMUNITY INVOLVED–

1. In cooperation with the school counselor, set up a community resource file of willing speakers and career observation sites.

2. Formulate a questionnaire to obtain needed information about each contact. Suggestions for tours are: Name, address, hours of business, telephone, person to contact, how much advance notice for a tour, and the type of information suggested for student preparation. Specifically what areas of their business do they feel would be of interest to the various grade levels? Are there any safety problems to be aware of?

3. Provide the resource speakers with information to help them focus their presentation on the background of the students and what they are studying. Find out if you need to provide audiovisual equipment for them.

4. Design an evaluation form for speakers and tours to allow for future improvement.

IDEAS USED IN ARIZONA

Remember, it's not adoption but rather adaptation

Elementary

1. Goals: To become aware of the importance of the postal service to the community, the many types of jobs involved, and the responsibilities of postal service workers.

   To become aware of the importance of the postal services in the field of communication.

   Activities: Class volunteers interview various postal workers while others tape the interviews and/or take photographs.

   Write thank-you letters to the postmaster.

   Make a map or diorama of the post office and show the route a letter takes from the time it is mailed until it is received (include all workers involved in this process).

   Write various kinds of letters and properly address envelopes. (Real letters requesting some product or answer could be used.)

Simulate activities of a post office by using shoe boxes for mail boxes with student names on them and have the boxes alphabetized, make "job" assignments, play stamps, and play money for buying stamps.

2. Goal: To develop an awareness of different aspects of respect.

Activities: Possible discussion questions:

What does it mean to be loyal?

Should friends always be loyal to each other?

What does honesty mean?

What do you think it means to respect the rights of others?

If you always think about what you want and never about the way your actions might affect others, what might you do to other people?

What does it mean to trust someone?

When you think of some people you trust, are they people you know well?

What if someone were mean to you after you had been nice to them?

What if someone you did not like were nice to you?

What if your friends wanted you to do something you felt you shouldn't do?

Junior High

1. Goal: To become aware of how personal talents and interests can be used as a basis for identifying occupational clusters in which they might be interested.

Activities: List hobbies, leisure activities, and interests.

Have students look into the occupational cluster lists of careers to find those which contain some aspects of what they enjoy doing now.

Direct students to identify persons employed in occupations that contain skills related to their hobbies and interests. Have the students interview them and observe them at work.

2. Goal: To learn how specialization has created an interdependent economic society.

Activities: Use various approaches to study the effect of economic expansion and contraction and the effect of strikes, layoffs, monopolies, corporations, and governmental contracting.

Make up a list of jobs which have disappeared within the last ten years and occupations emerging due to the technological and sociological changes that have occurred.

Have students work in small groups to develop an idea for a product that would meet some specific need at this time but is not on the market. This could evolve into the establishment of a "corporation" project.

3. Goal: To become aware of those qualities and traits important in employment and the importance of educational skills.

Activities: Have students survey employers concerning their opinions on qualities and traits they look for in employees.

Have students interview people they know in various occupations as to their opinions of the most important educational learnings connected with their work.

Have students select one occupation within an occupational cluster in which they are interested and through research and interviewing determine the educational requirements for various levels within the occupation.

Have students brainstorm in small groups on careers that involve one academic subject area. At the end of about twenty minutes, they should have approximately twenty careers listed that they share with the total group. Combine two groups with different subject areas and have the groups make a list of careers that involve both subject areas.

High School

1. Goal: To become aware of the career possibilities in art and music.

Activities: Have the class brainstorm on the possible careers in the arts and music.

Use resource speakers whose careers involve some form of art or music. If feasible, have small groups interview people in museums, art schools, or firms employing art, such as commercial printers, department stores, or advertising agencies.

Identify occupations that are portrayed in music.

Relate what is done in the classroom to its potential use in some career. Examples: designing an art workshop and the related skills in industrial design; or discovering how various kinds of art skills are used in graphic and commercial art, display arts, architecture, automotive design, aircraft design, and woodworking.

Relate how art and/or music are related to careers in other subject areas. Examples: Similar knowledge and skills in art welding and industrial arts, art welding and knowledge of chemistry, art and cosmetology, or art and photography.

2. Goal: To become aware of the career possibilities of a foreign language.

   Activities: Students discuss the career possibilities that require knowledge of a particular foreign language within the broad categories of the foreign service, business, peace corps, missionary work, foreign study, research, travel, teaching.

3. Goal: To identify factors which might cause career decisions to be altered.

   Activities: Students choose a hypothetical conflict or crisis situation that contains one or more social, physical or economical decisions requiring decision-making skills. This problem could be loss of money, loss of job, illness, death, etc. Have students organize their work under the following categories:

   State their problems.

   List the obstacles facing them.

   List the assets favoring them.

   List possible solutions and alternatives.

   Select a test solution.

   If possible, project a trial of the solution and make any needed adjustments.

   State the pathway to be taken in the implementation of the final solution.

QUESTIONS AND ANSWERS ABOUT CAREER EDUCATION

Q. **Does Career Education mean another subject will be added to an already overcrowded curriculum?**

A. No! Career Education should not be a separate subject. It should be integrated into the already existing curriculum. The intent is one of re-focusing; that is, concentrating on people, and how skills and knowledge already being taught relate to how people occupy their time (both leisure time and work time). It means making even more use of community resources–people, places, and things–to bring occupational information into the reach of interested students. It means looking more closely at who students are, what they are, and where they are going. It means looking for ways to develop such factors as decision-making skills, responsible behavior, positive attitudes toward the dignity of all work, clarification of values and appreciations, and self-awareness.

Q. **Does Career Education mean we will start preparing students for a specific career in kindergarten?**

A. No. Career Education is a developmental process that *begins* in kindergarten. The students at this level concentrate on a general awareness of the dignity of all work and the development of positive self-concepts.

Q. **Does Career Education mean we will no longer be emphasizing the basic academic courses such as reading, writing, computation, social studies, and others?**

A. No. Career Education does not in any way mean to lessen the importance of the basic academic subjects. It does, however, endeavor to enhance the 3 R's by making them more student-oriented and realistic by relating them to the world outside of school.

Q. **Does Career Education mean that people will never finish their education?**

A. Yes, but this isn't new. Career Education recognizes that individuals in today's world must be open to continuing education in order to remain adaptable to changes in their lives. For educational institutions, this means an open-entry open-exit policy should be in effect to accept people regardless of age or educational background. Programs must be available that will allow people to take advantage of opportunities by acquiring new knowledge and skills or to update their present abilities.

Q. **Does Career Education mean to take the education of students out of teachers' hands and put it into the hands of non-degreed persons?**

A. No. Career Education simply recognizes that education today is a task that is too great and too important to be left to a group of persons who are rapidly becoming overloaded not only with work and responsibilities but with the information explosions. Career Education also recognizes that regular classroom teachers can call on resource people who have the skills and knowledge needed to satisfy specific needs of students.

Q. **Is Career Education just a passing fancy?**

A. Hardly. If you will reflect over the history of education with the goals of Career Education in mind, you will realize that Career Education has permeated education in the United States from the beginning of the Benjamin Franklin Academy.

Q. **What effect will Career Education have on the social and economic problems?**

A. Career Education does not propose to be a panacea for all the ills of society. It does, however, hope to alleviate them by eliminating some of the educational, social, cultural, and personal problems.

Q. **So many young people today seem to regard work as being beneath them or at least to have many negative connotations. Does Career Education plan to do anything about this?**

A. Very definitely. As you learn more about what Career Education is, you will discover that from kindergarten on, there is an emphasis on developing positive attitudes toward work, toward workers of all kinds as being significant, and toward the interdependence of all kinds of work. The hope is to eliminate the categorizing of some kinds of work as being degrading and others being status-laden.

Q. **Why is it necessary for school youngsters to learn about careers and occupations so early in life?**

A. Look at some of the young people just out of high school, those who are freshmen and sophomores in college, those you know who are juniors and seniors now in high school. Do they know where they are headed? Do they know why they are where they are? Do they feel their past years in school have really helped them make decisions and choices that were right for them? How many adults do you know who are unhappy in their jobs because now they realize they really want something else but feel it's too late to take the necessary schooling and training? How many adults made their choice of a career on the basis of a sound knowledge of themselves? How many people get out of school and years later say, "I only wish I knew then what I know now. It would have really made a difference!"

Q. **Why should school begin concentrating on careers just when the work week is shortening and the leisure time is increasing?**

A. Career Education encompasses far more than just studying careers. Career Education includes preparation for avocations as well as occupations. It recognizes that all education is important for the development of citizens who are not only self-supporting but responsible to their family, community, country, society, and themselves. A very important part of Career Education deals with helping students understand themselves as individuals and as participating members of various groups.

Q. **Is Career Education just another way to pigeon-hole minority students into a slot?**

A. Career Education will open doors to opportunities perhaps never before open to minorities. Career Education means students will be making the decision about their futures rather than having someone else make the decision. Through Career Education students will study the vast occupational options that are available and will become more aware of their own interests, abilities and aptitudes. They can then match the options with what they learn about themselves. This will afford a much better base upon which to make career decisions.

Q. **As a school administrator, I can see where providing skill preparation in a number of fields could be far more expensive than our school budget could handle.**

A. The career preparation phase of Career Education means yet another decision that must take into consideration priorities and compromises. Have you taken a community needs assessment and resource assessment recently? This might help you direct your career preparation program based on the needs of the community coupled with data from follow-up studies of your students. This would permit you to design a program that would be most viable for your particular school. Perhaps there are businesses within the community who would be willing to assist in the skills preparation phase of your program. Perhaps there is a school nearby that would accept some of your students into their specialized programs if you would accept some of theirs into your programs. Perhaps adjacent school districts could pool monies in equipping mobile resource units. In passing ARS 15-1199, the Legislature encouraged multi-district cooperation.

Q. **By 1980, it is predicted that 80 percent of the occupations will require skills that do not need a college degree. The statistics also indicate that by the year 2000 approximately two-thirds of today's kindergarten children will be in occupations that are not even in existence today. Does this not present a strong argument for Career Education?**

A. Definitely. That is why Career Education seeks to help our youth set realistic goals, not only in relation to their awareness of self and their choice of life style, but also based on trends in the world of work. It is also one of the reasons why Career Education stresses the fact that education is a continuing, life-long process.

Q. **When I was a girl in school, the only career options offered were nursing, home economics, secretarial, and teaching. I have been gratified to see that today more high school girls are venturing into areas that were closed to me. Will Career Education open more career options to women?**

A. Hopefully, yes. It will take a lost of concentrated effort on the part of teachers, students, parents, administrators, counselors, and the community to change their attitudes of sex role stereotyping. For example, there is really no sound rationale for assuming that a woman can't be an auto mechanic and feminine at the same time. There is no evidence to support the contention that male scientists are more intelligent and creative than women scientists.

Q. **Some of the businesspeople in my community want to know what they can do to help schools alleviate some of the problems employees are exhibiting on the job. They are concerned at the apparent lack of some very basic academic skills on the part of many of the young people they hire. They indicate that many of the employees exhibit little initiative, have trouble getting along with their fellow workers, and have little concept of teamwork. They complain that their employees are undependable and seem to assume that Mondays and/or Fridays are unspoken holidays. How can they help?**

A. A few of the items you mention are definitely in the realm of the school while others are also the responsibility of parents, business, and the school all working together. Many of the items you mention are in the area of attitudes, values, and appreciations. Career Education seeks to address each of them. The businesspeople in your community could help by taking an active role on school advisory councils. The

businesses could open their doors to work experience and cooperative education programs. They could provide sites for work exposure and field trips. Resource speakers could let students know some of the problems and help students understand how they could affect them and the business for which they might be working.

Q. I want to do something in Career Education in my classroom. How do I go about it?

A. First, make sure you understand what Career Education is and what its goals are. Then, look at what you are already doing. You will undoubtedly find that you are presently doing quite a lot in the way of Career Education. Maybe by simply pointing up a few things within a unit you will be able to infuse Career Education into it. For example, in mathematics if you are studying subtraction, you could use the idea of making change and study who does that in the world of work (the store clerk, the grocery cashier, the movie cashier, the merry-go-round vendor, etc.) In social studies if you are studying the history of the State, why not look at some of the occupations people had then and compare with those of today? You may be reading a novel in English. What are the personality characteristics, values, attitudes, etc., of the various characters? Within any subject area, lead the students to consider an occupation which would make the particular unit experience meaningful. Talk with other teachers. Check with your Career Education consultants.

Q. My current textbooks and materials do not mention Career Education or provide exercises for it. What should I do?

A. There is a great deal of printed material available that is either inexpensive or free. The real world can be used as a resource–field trips, guest speakers, work exposure, work experience, independent study project materials, interviewing. There are other teachers within your school or within your system. There are former students. There are parents. There are the students themselves. There is you. There is the Arizona Career Education Clearinghouse.

Q. I have heard that a lot of Career Education deals with developing positive attitudes. Isn't that area difficult to measure?

A. More difficult than the skills area, but not impossible. A great deal of research has been done in recent years in this area. Get together with your school or district counselor and let that person work with you in developing units and activities in this area.

Q. I am a music teacher and do not feel competent to teach about the world of work since I have never had any work experiences outside of the school except for playing in a band for short periods of time.

A. You are already aware of many of the opportunities available to musicians. Make a list of these job opportunities and, if necessary, do a little research into those areas with which you are less familiar. Design a couple of bulletin board ideas on careers in music. Perhaps you could take a few days to use what you have been teaching to obtain a job that will allow you to observe the musical needs and demands of the public. Remember, Career Education is also concerned with leisure time activities, and music appreciation is high on the list of such endeavors.

REVIEW QUIZ

It could be that you know more about Career Education than you think. Why not see for yourself by answering the following questions?

1. Which of the following would NOT be used in describing Career Education?
(Circle your answer)

a. Sequential
b. Articulated
c. Coordinated
d. Multidisciplinary
e. Integrated
f. Tracking
g. Relevant
h. Community
i. Business/industry
j. Parents
k. Counselors
l. Students
m. Administrators
n. Attitudes
o. Appreciations
p. 3 R's
q. Flexible
r. Interests
s. Aptitudes
t. Abilities
u. Individualized
v. Decisioning

2. What are the three broad goals of Career Education in the State of Arizona?

a. _____

b. _____

c. _____

3. Among the areas identified for consideration in the Arizona bill ARS 15-1199 are:
(Circle your answer)

a. Information dissemination
b. Grants to teachers
c. Testing
d. Teacher retraining
e. Textbooks
f. Cooperative student training
g. In-service workshops

4. Which one of the following is NOT a level of the career development ladder?
(Circle your answer)

a. Awareness
b. Acceptance
c. Orientation
d. Exploration
e. Preparation

5. All of the following items are elements of the Arizona Career Education Matrix except one. Which is the incorrect item?

a. Self-awareness
b. Career awareness
c. Social awareness
d. Economic awareness
e. Employability skills
f. Decision making
g. Appreciations and attitudes
h. Educational awareness
i. Beginning competency

6. Using the element letters listed in question 5, match each element with the most appropriate description listed below by placing the correct letter next to the question.

____1. To become involved in school as well as home and community experiences which will help develop a reasonably consistent internalized value system.

____2. To develop an understanding of the relationship between education, training, and life roles.

____3. To be aware of the training, development, and rewards involved in a broad range of occupations.

____4. To assist students' exploration of production, consumption, and distribution of goods and services as it relates to life-styles and the community at large.

____5. To develop skill and experience in the rational thought process employed in the selection of appropriate choices.

____6. To participate in tool and process application successfully.

____7. To gain social and communication skills appropriate for locating and obtaining career placement and for adjusting to actual work situations.

____8. To focus attention on the affective component of education in order to provide students with awareness of one's own role and the roles of others in society.

7. Career Education is aimed primarily at students who are not interested in attending college. True or false?

8. Career Education involves all students, at all grade levels, and in all subject areas. True or false?

9. Career Education embraces the traditional 3 R's; in fact, Career Education seeks to give them even more meaning. True or false?

10. Career Education should involve not only students, teachers and parents, but should also involve the business community and civic organizations. True or false?

11. On-the-job work experience during the junior high and high school levels is not a part of Career Education. True or false?

12. Career Education relates only to preparing students for a productive career upon graduation. True or false?

If you answered each of these items correctly, congratulate yourself—you have a solid understanding of Career Education and of the material contained in this booklet. If you missed more than one item, perhaps you ought to review this booklet and try again!

ANSWERS: (1) f; (2) Learning to Learn, Learning to Live, Learning to Make a Living; (3) a, c, d, f, g; (4) b; (5) c; (6) g, h, b, d, f, i, e, a; (7) F; (8) T; (9) T; (10) T; (11) F; (12) F.